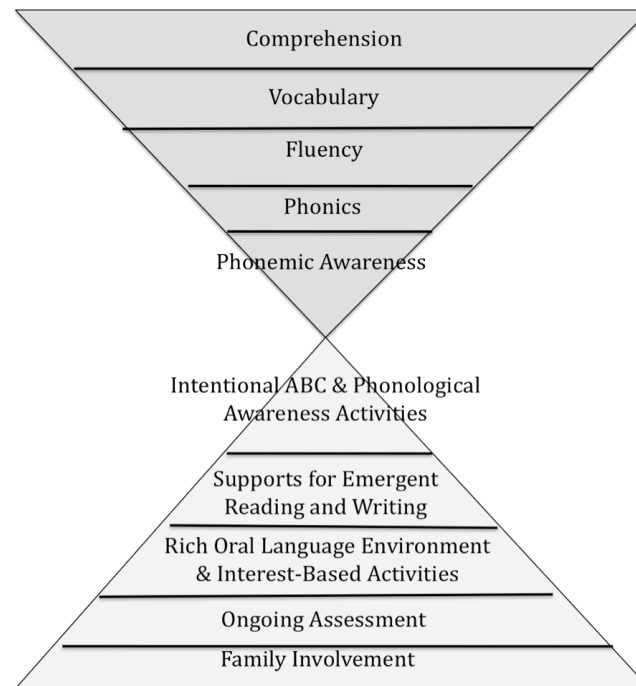


# Literacy and Low Incidence Disabilities Reflection and Implementation Plan based on The Hourglass Model of Literacy Development (Pierce, 2001)

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**Team Members:**  
**Development Date:**  
**Last Updated:**

## STRATEGIES TO SUPPORT FAMILY INVOLVEMENT

### Reflection on Current Strategies to support Family Involvement

List the specific strategies, materials, and approaches that you currently employ to support Family Involvement:

Based on your reflections, is Family Involvement an area of RELATIVE STRENGTH ☐ or an area in NEED OF ATTENTION ☐?

If Family Involvement is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to involve families in the literacy lives of their children to the greatest extent possible? If you have families that can't be involved, what priorities can you set or strategies can you employ to address the gap that results when families can't be involved?

### Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
3					

## **STRATEGIES TO SUPPORT ONGOING ASSESSMENT**

### **Reflection on Current Strategies to support Ongoing Assessment**

List the specific strategies, materials, and approaches that you currently employ to support Ongoing Assessment:

Based on your reflections, is Ongoing Assessment an area of RELATIVE STRENGTH ☐ or an area in NEED OF ATTENTION ☐?

If Ongoing Assessment is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to engage in ongoing assessment that guides instructional decisions? Data collection for accountability is different from ongoing assessment. How will you gather the assessment information without losing instructional time? How will you systematically review assessment information to guide instruction?

### **Priority/Strategy:**

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
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## **STRATEGIES TO SUPPORT A RICH ORAL LANGUAGE ENVIRONMENT WITH INTEREST-BASED CONTEXTUAL EXPERIENCES**

### **Reflection on Current Strategies to support a Rich Oral Language Environment with Interest-based Contextual Experiences**

List the specific strategies, materials, and approaches that you currently employ to support a Rich Oral Language Environment with Interest-based Contextual Experiences:

Based on your reflections, is the provision of a Rich Oral Language Environment with Interest-based Contextual Experiences an area of  
RELATIVE STRENGTH ☐ or an area in NEED OF ATTENTION ☐?

If providing a Rich Oral Language Environment with Interest-based Contextual Experiences is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to create a rich oral language environment that provides learning experiences that are interest-based and contextual?

#### **Priority/Strategy:**

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
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**STRATEGIES TO SUPPORT EMERGENT READING AND WRITING**

**Reflection on Current Strategies to support Emergent Reading and Writing**

List the specific strategies, materials, and approaches that you currently employ to support Emergent Reading and Writing:

Based on your reflections, is Emergent Reading and Writing an area of RELATIVE STRENGTH ☐ or in NEED OF ATTENTION ☐?

If Emergent Reading and Writing is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to support successful engagement in emergent reading and writing? What tools and supports do your students require to support physical access? How will you encourage and support communication and interaction during these experiences?

**Priority/Strategy:**

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
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## **STRATEGIES TO SUPPORT INTENTIONAL ABC AND PHONOLOGICAL AWARENESS ACTIVITIES**

### **Reflection on Current Strategies to support Intentional ABC and Phonological Awareness Activities**

List the specific strategies, materials, and approaches that you currently employ to support Intentional ABC and Phonological Awareness Activities:

Based on your reflections, is the provision of Intentional ABC and Phonological Awareness Activities an area of  
RELATIVE STRENGTH ☐ or an area in NEED OF ATTENTION ☐?

If the provision of Intentional ABC and Phonological Awareness Activities is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to support the development of knowledge of the alphabetic principle and phonological awareness while insuring that instruction focused in this area is only one small part of a comprehensive literacy program?

### **Priority/Strategy:**

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
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## STRATEGIES TO ADDRESS PHONEMIC AWARENESS

### Reflection on Current Strategies to support Phonemic Awareness

List the specific strategies, materials, and approaches that you currently employ to support Phonemic Awareness:

Based on your reflections, is Phonemic Awareness an area of RELATIVE STRENGTH ☐ or in NEED OF ATTENTION ☐?

If Phonemic Awareness is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to insure that all students have access to phonemic awareness instruction that allows them to hear and manipulate the sounds in words? How will you insure that the skills students learn are applied in meaningful reading and writing?

### Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
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## STRATEGIES TO ADDRESS PHONICS

### Reflection on Current Strategies to support Phonics

List the specific strategies, materials, and approaches that you currently employ to support Phonics:

Based on your reflections, is Phonics an area of RELATIVE STRENGTH ☐ or in NEED OF ATTENTION ☐?

If Phonics is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to insure that all students have access to phonics instruction that allows them to figure out words they have not been taught directly? How will you insure that the skills students learn are applied in meaningful reading and writing?

### Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
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## STRATEGIES TO ADDRESS FLUENCY

### Reflection on Current Strategies to support Fluency

List the specific strategies, materials, and approaches that you currently employ to support Fluency:

Based on your reflections, is Fluency an area of RELATIVE STRENGTH ☐ or in NEED OF ATTENTION ☐?

If Fluency is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to help your students build fluency as readers? What priorities or strategies might increase your students' access to easy-to-read texts? How will you keep people focused on the goal of silent reading fluency?

### Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
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## STRATEGIES TO ADDRESS VOCABULARY

### Reflection on Current Strategies to support Vocabulary

List the specific strategies, materials, and approaches that you currently employ to support Vocabulary:

Based on your reflections, is Vocabulary an area of RELATIVE STRENGTH ☐ or in NEED OF ATTENTION ☐?

If Vocabulary is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to insure that students are acquiring knowledge of the world and building their receptive vocabulary skills? How will you address the mismatch between expressive and receptive vocabulary needs for many of your students? What priorities and strategies are required to insure that vocabulary instruction is an integral component of your comprehensive literacy program?

### Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
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## STRATEGIES TO ADDRESS COMPREHENSION

### Reflection on Current Strategies to support Comprehension

List the specific strategies, materials, and approaches that you currently employ to support Comprehension:

Based on your reflections, is Comprehension an area of RELATIVE STRENGTH ☐ or in NEED OF ATTENTION ☐?

If Comprehension is an area in **NEED OF ATTENTION**, what specific priorities will you set and strategies will you use to help your students build comprehension skills? Remember that asking questions is not **TEACHING** comprehension. What priorities or strategies are required to insure that silent reading comprehension is the focus of all reading instruction?

### Priority/Strategy:

Task	Activity	Persons Responsible	Materials & Resources	Start Date	Status
1					
2					
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